

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.


This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).


[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	James Monroe Middle School
Street	340 West Church Avenue
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1830
Principal	John Cosner
E-mail Address	jcosner@ssusd.org
School Website	http://monroe.ssusd.org/
CDS Code	15-73742-6009617
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Sierra Sands Unified School District
Street	113 Felspar
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Web Site	ssusd.org
E-mail Address	superintendent@ssusd.org
District Logo	<div style="text-align: center;"><p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	Name: William Farris, President Title:
Member 2	Name: Kurt Rockwell, Vice President Title:
Member 3	Name: Chad Houck, Member Title:
Member 4	Name: Timothy Johnson, Member Title:
Member 5	Name: Michael Scott, Member Title:
Member 6	Name: Title:
Member 7	Name: Title:
Member 8	Name: Title:

Member 9	Name: Title:
Member 10	Name: Title:
Member 11	Name: Title:
Member 12	Name: Title:

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Dr. Dave Ostash
Administrator 1	Name: Pamela Smith Title: Assistant Superintendent, Business Services
Administrator 2	Name: Michelle Savko Title: Assistant Superintendent, Curriculum and Instruction
Administrator 3	Name: Bryan Auld Title: Assistant Superintendent, Human Resources
Administrator 4	Name: Paul Delbick Title: Executive Director of SELPA
Administrator 5	Name: Donnie Morrison Title: Chief Technology Officer

[School Description and Mission Statement \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Principal's Message

James Monroe Middle School (JMMS) has proudly served the communities of Ridgecrest, Johannesburg, and Randsburg since 1950. The mission of James Monroe is to guide students to become lifelong learners with skills, knowledge, attitudes, and virtues to benefit themselves and society in an ever-changing world. We provide sixth through eighth grade students with a dynamic, interactive curriculum based on the California Common Core Standards. This year, as part of our commitment to continuous school-wide improvement, we have established three areas of focus:

- 1) Positive Behavior Intervention Support (PBIS) implementation.
- 2) Reflecting on physical safety and refining protocols and procedures.
- 3) Supporting students academically, behaviorally, and emotionally.

We believe that educating students is the shared responsibility of students, staff, parents/guardians, and community members. James Monroe has a supportive PTSO, which promotes extracurricular activities as well as a yearlong literacy program. Our staff welcomes parent input and communicates with parents regularly via telephone calls, e-mails, student agenda planners, school-approved social media, Aeries, Parent Square, and our website.

We believe that each student is a valued individual with unique needs and that a student's self-worth is enhanced by positive relationships and mutual respect among all school stakeholders. Our counselors work with students by providing Second Step lessons, small groups, and one-on-one support, which encourage self-advocacy and resilience. Staff uses Other Means of Correction strategies and has been trained in implementing restorative practices with the students of James Monroe.

John Frederic Cosner, Principal

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

James Monroe Middle School has a group of very involved and supportive parents. Parents and students make up half of our School Site Council, which helps improve student achievement and monitors school goals and activities. Many nearby businesses donate to our school by providing passes, coupons, and tickets to reward student achievement and positive behavior. Parents also volunteer as tutors, readers, coaches, drivers, and field-trip chaperons. Our active PTSO meets monthly and organizes our Tiger Reading Program, a Fall Carnival, Valentine's Dance, purchases Positive Behavior Intervention and Support (PBIS) reinforcements, and helps with campus beautification projects. Parents are also involved through the process of School Site Council, Superintendent's Council, ELAC, and DELAC.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

We have a closed campus and require all visitors to check-in at the office. The James Monroe staff supervise students before school, after school, and during lunch. A new district-wide volunteer policy is also being implemented, which includes fingerprinting and a TB test.

We hold fire, disaster, earthquake, and lockdown drills several times a year including the Great American Shakeout. Annually we review our comprehensive School Safety Plan, which is submitted and reviewed at the board meeting at the beginning of each calendar year. Prior to the end of the semester, the plan is also approved by the School Site Council. Our Safety/Discipline Committee meets monthly; it develops the School Safety Plan and responds to short-term and long-term safety and discipline needs. We use a myriad of interventions including academic support in the Student Support Center (SSC), Restorative practices, Student Assistance Team (SAT), progressive discipline, and PBIS-driven reinforcement to shape student behaviors. Each semester, our assistant principal reviews student expectations and safety rules in our PE classes. The entire staff is sent a copy, and at the initial staff meeting, some of the major components are reviewed, like

evacuation procedures. Additional safety measures have been undertaken during the global pandemic to fulfill local and state requirements regarding COVID.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/8/2020

This section should be kept to 1-2 paragraphs.

Buildings

James Monroe was opened in 1950, and our facilities, while aging, are regularly maintained. We pride ourselves on keeping a safe, clean, and frequently improved campus. The School Site Council, in conjunction with school staff, helps prioritize facilities needs. Fencing was installed in the front of the school to help monitor entry into and out of the school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Many classes use the library media center for research projects. The center is staffed by a full-time library clerk and is open to students before the first-period class, during both lunch periods, and after school. Supplemental funding is traditionally approved through our School Site Council to make further enhancements. Our library catalog system is computerized, which allows students to conduct research and check out books easily. Our library clerk also holds several Scholastic Book Fairs throughout the year to raise funds for library/media supplies.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>Classroom 11: Water leak in roof, VCT cracking, slab is lifting under VCT. Room is in very bad shape.</p> <p>Classroom 12: VCT separating, water stains on ceiling tiles, needs paint.</p> <p>Classroom 15: Water leak in roof, water damage on paneling at the base of West wall.</p> <p>Portable Classroom 17: Carpet seams are coming apart, tackable surface panel damaged.</p> <p>Portable Classroom 18: Carpet seams are coming apart. Tackable surface is ripped.</p> <p>Portable Classroom 19: Carpet seams are coming apart and there are a few bubbles in the carpet.</p> <p>Portable Classroom 20: Carpet has some bubbles at the front of the classroom.</p> <p>Portable Classroom 21: Carpet has a lot of stains. Three sheets of tackable surface is torn badly.</p> <p>Portable Classroom 23: Few tears in carpet.</p> <p>Classroom 24: Needs paint.</p> <p>Classroom 25: Vinyl floor seams are cracking and coming apart with chunks missing. Counter top laminate coming off. Termite damage under sink. Door sweep broken.</p> <p>Classroom 26: VCT separating in a few areas.</p> <p>Classroom 27: Laminate coming up on counter top. Needs painting.</p> <p>Classroom 30: Carpet seams are coming apart.</p> <p>Classroom 31: Formica is peeling off countertop. Water stains in two Tbar panels, some panels need to be changed.</p> <p>Classroom 32: Formica coming off north cabinet.</p> <p>Classroom 33: Formica is peeling off north cabinets.</p> <p>Classroom 34: Formica is peeling off countertops and carpet seams are coming apart in the center of the room.</p> <p>Classroom 41: Laminate counter top coming apart.</p> <p>Classroom 42: Laminate counter top coming apart. Needs paint.</p> <p>Classroom 45: Laminate counter edging is</p>

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
		<p>gone and duct taped, carpet seam coming apart on north side of room.</p> <p>Classroom 52: Carpet edge is coming loose on bottom edge.</p> <p>Classroom 61: Paint and plaster needs repair in kitchen area.</p> <p>Office: Carpet seam coming apart in north side of front office.</p> <p>Cafeteria: Water stains on ceiling tiles.</p> <p>Kitchen: Water leaks in roof, Tbar panels stained, crack above west door entrance.</p> <p>Custodial: Needs paint. Acoustic texture peeling off roof in a few areas.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 24: Broken sink faucet.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Fair	<p>Classroom 11: Water leak in roof. VCT cracking and slab is lifting under VCT. Room in very bad shape.</p> <p>Classroom 12: VCT seperating, water stains on ceiling tiles.</p> <p>Classroom 15: Water leak in roof. Water damage on paneling at the base of west wall.</p> <p>Classroom 32: Water leak in roof.</p> <p>Classroom 52: Water leak in roof.</p> <p>Cafeteria: Water stains on ceiling tiles.</p> <p>Possible roof leak.</p> <p>Kitchen: Water leak in roof. Tbar panels stained. Crack about west door entrance.</p>

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Classroom 25: Door sweep broken Grounds (Front Campus) Lots of cracks in concrete and asphalt. Grounds (Back Campus) Parking lot needs work. Cracks in concrete and lots of drop offs.
Overall Rating:	Fair	Our school meets some of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 83.04% on the 8 categories of our evaluation.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	25	26	213
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	5	4	4	34
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	2	4	2	15

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2020

This section should be kept to 1-2 paragraphs.

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Pearson Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Middle School (Delta Education) (2019) Adopted in 2020	Yes	0
History-Social Science	History Alive! The Ancient World (2018) Adopted in 2019 History Alive! The Medieval World and Beyond (2018) Adopted in 2019 History Alive! The United States Through Industrialism (2018) Adopted in 2019	Yes	0
Foreign Language	Ven conmigo! Level 1 Adopted in 2004	Yes	0
Health	Health & Wellness Adopted in 2005	Yes	0
Visual and Performing Arts	Glencoe Middle School Art Adopted in 2007 Silver Burdette Making Music Adopted in 2007 Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7444.88	1435.77	6009.10	64630.32
District	♦	♦	5982.82	\$68,495
Percent Difference: School Site and District	♦	♦	0.4	-5.8
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-25.3	-15.8

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

The PTSO strives to raise between \$4,000 to \$6,000 annually to support school curriculum, student planners, facilities improvements, student activities, and staff recognition. Our DoDea Grant counselor offers social skills groups, Second Step lessons, and Tiers II and III intervention to students. LCAP funding provides homework and classwork assistance after school for students who are struggling to complete assignments or who need access to technology to complete their assignments. LCAP funding also supports our full-time counselor. The site is utilized Title IV funds to make PearDeck available for all teachers to help facilitate student engagement and academic intervention.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.6	17.4	6.6	7.1	3.5	3.5
Expulsions	0.0	1.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.2	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.